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To: Instruction Council  
From: Dr. Jennifer Zellet, Vice President of Instruction  
Date: 29 August 2018  
Re: Instructional Outlook Report 2018-2019

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### **Introduction and Purpose:**

This document provides focus for the Instruction Council in determining hiring prioritization. As we enter a year where we are being funded in a new way, it is virtually impossible to determine if growth is on the horizon; therefore, it is critical that rankings and recommendations be as strategic as possible to attain the goals of the institution and newly enacted legislation. The recommendations to the President also should be undertaken considering the system-wide goals that Chancellor Oakley has put forth in his [Vision for Change](#). The first two goals state that we will “Focus relentlessly on students’ end goals” and “Always design and decide with the student in mind.” The Instruction Council’s deliberations will influence programmatic offerings; therefore, should be considered with students always at the fore.

It is important to note for context that the YCCD’s Faculty Obligation Number (FON) is 290.2, and currently the district FON calculation is 300 (CCCC Fall 2017 numbers). Having exceeded the FON by 9.8, we are compliant with that obligation number and may not be granted hires for that purpose, though new monies are in the state-wide budget for faculty hires. When FON calculations are distributed for this year, YCCD will know where we stand with regard to compliance. Given this information, as applications are both written by departments and reviewed by the IC, continual reference to the priorities will shape the arguments and the deliberation as the recommendation is forwarded through the Participatory Governance process to the President.

### **Priorities:**

Modesto Junior College is beginning year four of Achieving the Dream; is in year two of the California Guided Pathways Project as one of the 20 demonstration colleges; and now faces two significant outside influences that could potentially impact hiring prioritization: the new funding formula and its emphasis on completion, and AB705 with the complete overhaul of Basic Skills education. These major influences provide focal points for the discussion of Hiring Prioritization. The Educational Master Plan brings forward four institutional priorities to guide instruction for the next five years and as mentioned earlier, support the State Chancellor’s Vision for Change. Priorities 1 & 3 provide overall focus and guidance for the writing of the proposals and for the Instruction Council when considering petitions from departments and divisions:

- 1: Academic excellence in teaching and learning (intentional, well-communicated pedagogy, curriculum, and pathways to careers and continuing education)
- 2: Institutional culture and transformational change

3: Student-focused education and support that leads to completion (extraordinary, holistic services)

4: Evidence-based assessment, refinement, and sustainable practices.

In addition to these Institutional Priorities from the EMP, there are important outside influences that should play a role in our consideration of potential hires:

1. Funding formula and its emphasis on completion – the completion percentage of the new funding model is where MJC has most opportunity to gain ground.
2. AB705 requirements to “maximize the probability” that students will successfully complete college level English and Math in one year. Given the waitlists in these foundational courses, the institution must discuss how to prioritize this compliance issue in balance with the rest of the institutional needs.

As stated in last year’s IOR, “Faculty hiring according to the highlighted priorities will help achieve the goals of seeing students through [...] transfer level English and math and will promote completion by providing greater access to gatekeeper courses and removing barriers. [...] The institution agreed upon an aspirational goal of increasing completion to 53%, and in order to achieve this goal, we must strategically hire innovative faculty steeped in pedagogical training in areas where there is greatest demonstrated student need.”

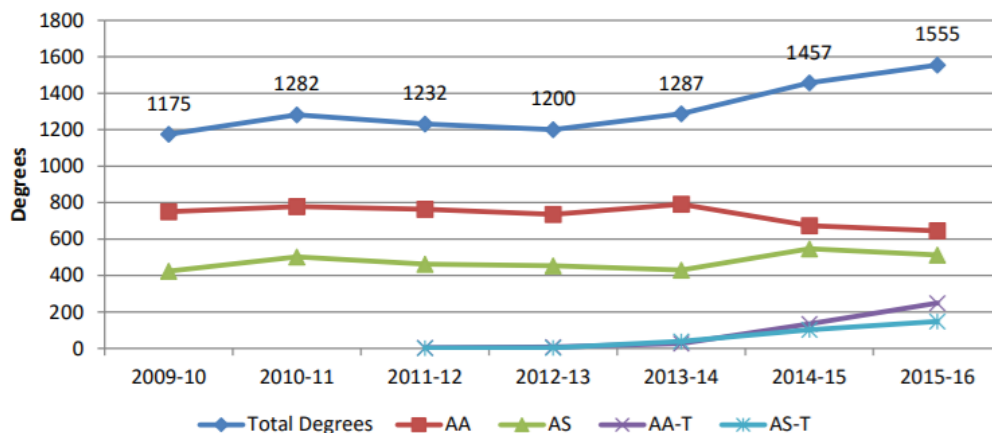
### Completion Data:

The MJC Factbook offers the following information regarding degree and certificate completion.

## Degree/Certificate Completion

The number of annual earned Associate’s degrees at MJC increased by 32.3% between 2009-10 (1,175) and 2015-16 (1,555).

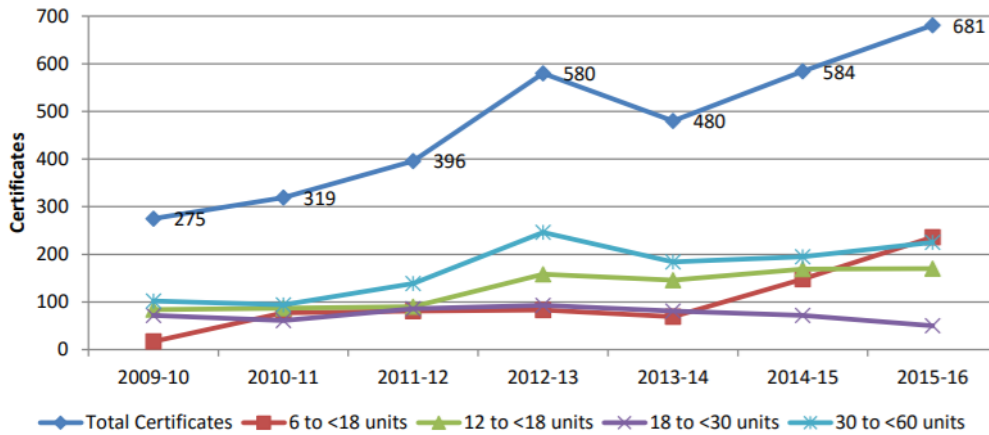
Table 30: Trends in Earned Degrees at MJC 2009-10 to 2015-16



Source: CCCC DataMart Report, Program Awards Summary Report, [http://datamart.ccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.ccco.edu/Outcomes/Program_Awards.aspx)

The number of annual certificates earned at MJC increased by 147% between 2009-10 (276) and 2015-16 (681).

Table 31: Trends in Earned Certificates at MJC 2009-10 to 2015-16



Source: CCCCO DataMart Report, Program Awards Summary Report, [http://datamart.ccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.ccco.edu/Outcomes/Program_Awards.aspx)

Percentage of entering new student cohorts that graduate with a certificate or degree is approximately 12% over a six-year period, 11% over five years, and just under 10% over 4 years.

While recognizing that the hiring prioritization process indirectly impacts completion, departments and programs should use this data to illustrate how they either can increase completion in their own program(s) or support completion across a variety of awards. In order to make connections between equity efforts and completion, departments should consider the chart below to explore completion with regard to demographic categories:

Table 32: MJC 2017 Scorecard: 6-Year Completion Rate Trends, 06-07 through 10-11 Cohorts

Completion Overall	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	Cohort	Rate	Cohort	Rate	Cohort	Rate	Cohort	Rate	Cohort	Rate
All	2,543	43.9%	2,947	42.6%	3,001	42.3%	2,694	43.7%	2,567	43.0%
Female	1,407	44.0%	1,638	42.6%	1,667	43.4%	1,450	45.3%	1,321	43.9%
Male	1,126	43.7%	1,275	42.9%	1,226	40.0%	1,157	41.8%	1,182	41.7%
< 20 years old	2,087	47.5%	2,371	46.1%	2,404	45.5%	2,207	46.9%	2,069	46.7%
20 to 24 years old	194	25.8%	228	28.5%	239	36.0%	207	33.3%	225	29.3%
25 to 39 years old	178	29.2%	232	29.7%	222	27.9%	177	26.6%	160	28.8%
40+ years old	84	27.4%	116	25.9%	136	19.9%	103	26.2%	113	23.0%
African American	63	39.7%	106	39.6%	80	32.5%	88	31.8%	97	34.0%
Amer Ind/Alaska Nat	25	44.0%	32	56.3%	32	18.8%	25	36.0%	10	40.0%
Asian	183	43.2%	207	49.8%	155	47.7%	168	45.8%	155	47.7%
Filipino	40	40.0%	45	51.1%	42	40.5%	51	51.0%	32	62.5%
Hispanic	748	37.8%	879	37.0%	955	41.2%	924	41.8%	1,020	40.7%
Pacific Islander	40	47.5%	38	39.5%	43	39.5%	32	43.8%	20	40.0%
White	1,085	48.0%	1,269	46.6%	1,262	43.4%	1,099	46.0%	1,046	44.9%

Source: MJC 2017 Student Success Scorecard at <http://scorecard.ccco.edu/scorecardrates.aspx?CollegeID=592>

### Evolution of Basic Skills and AB705:

The math and English departments have been working on varying reforms in curricula to increase success and throughput. This table illustrates ENG100 Success Rates for Spring 2018:

Ethnicity ▼	Cen Enroll...	Retained	Successf...	Retention Rate	Success Rate
White, non-Hispanic	120	96	78	80 %	65 %
Undeclared	2	0	0	0 %	0 %
Pacific Islander	2	1	0	50 %	0 %
Native American	3	2	2	67 %	67 %
Hispanic	297	207	148	70 %	50 %
Filipino	2	1	1	50 %	50 %
Black, African Americ...	25	19	11	76 %	44 %
Asian	24	22	18	92 %	75 %
<b>Total</b>	<b>475</b>	<b>348</b>	<b>258</b>	<b>73 %</b>	<b>54 %</b>

Given that the institutional target for completion is 53%, this accelerated course is proving to be successful. In its success, the throughput in the transfer level English class is improving.

The math department's most recent innovation is the noncredit Math Emporium, which has primarily been used to increase the level of placement into math courses, thereby shortening the trajectory through transfer level math. To promote AB705 compliance, Math Acceleration/Co-req courses are being written and put through the curriculum approval process.

Recognizing that there are longstanding needs in many program areas for increased faculty, and also recognizing the priorities that spring from strategic planning, the Instruction Council is requested to consult the appendix to this report that outlines hires by years since \_\_\_\_\_. In so doing, this will put into context how MJC has achieved the FON, how we have distributed hires across large/small programs, and how we have hired in programs that may be more or less productive. The Instruction Council is requested to prioritize recommendations based on the following considerations (in this order):

- 1. Transfer and CTE Completion**
- 2. Ability to contribute to all three factors of the funding formula (Access, Serving Underserved Populations, Completion)**
- 3. Transfer level English and Math Completion (aiming for AB705 compliance)**

It is crucial for our service area that MJC increase the number of college-educated citizens who are able to contribute to the community in which they live. Increasing the number of certificate and degree qualified individuals will improve our students' quality of life, provide a more educated, qualified workforce able to earn sustainable living wages, and will create an educated citizenry who can contribute to the overall well-being of our region. In addition, seeking a balanced slate of hires that contribute to all three factors of the funding formula will ensure that MJC is poised for success. The third consideration may arguably be co-equal with the first; however, mere hires will not achieve compliance, and the other considerations are of weighty importance.

Thank you in advance for the time you will spend analyzing applications and comparing them to the above considerations. What lies ahead is an intricate conversation that risks being derailed by institutional memory, history of denied replacements, and an innate sense of fairness; however, acknowledging all of these factors, the Instruction Council is asked to be strategic in its consideration and make all determinations and recommendations with students at the fore.

EQUITY